

**UNIVERSITY OF TWENTE**  
**Faculty of Electrical Engineering, Mathematics and Computer Science**  
**(EEMCS)**

**RULES AND GUIDELINES (R&G)**

as adopted by the

**EEMCS examination boards**

for the 2015-2016 academic year

These Rules and Guidelines apply to the following educational programmes<sup>1</sup>:

- BSc Business & Information Technology (BIT);
- BSc Creative Technology (CREA);
- BSc Electrical Engineering (EL);
- BSc Computer Science (CSc);
- BSc Applied Mathematics (AM);
- MSc Applied Mathematics (MAM);
- MSc Business Information Technology (MBIT);
- MSc Computer Science (MCSc);
- MSc Electrical Engineering (EE);
- MSc Human Media Interaction (HMI);
- MSc Telematics (TEL).

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<sup>1</sup> The MSc programmes Embedded Systems (EMSYS) and Systems and Control (SC) which the faculty offers fall under a '3-TU' examination board and may have different Rules and Guidelines.

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## Definitions:

For the definitions of the terms used in these Rules and Guidelines, please see the Education and Examination Regulations (EER)<sup>2</sup>. In addition, the following terms will be used in these Rules and Guidelines:

practical exercise:	educational activity deemed necessary to achieve the envisaged skills;
final qualifications:	(also referred to as attainment targets) the qualities relating to knowledge, understanding and skills described in the Education and Examination Regulations for an educational programme which a student needs to have acquired when the programme is finished;
learning objectives:	the knowledge, understanding and skills set out in the OSIRIS study information system for the relevant study unit which are necessary to complete a study unit;
test plan:	document indicating the way in which a programme ensures that students can meet the final qualifications described and final level envisaged in the Education and Examination Regulations by, for example, indicating how the final qualifications have been operationalized into study unit learning objectives and the way in which (what, how and when) these are tested.

## Section 1: The examination board and its duties and powers

**Article 1.1: The examination board** (Dutch Higher Education and Research Act (HERA), Article 7.12)

1. The examination board is the body which will determine, in an objective and professional manner, whether a student meets the conditions which the Education and Examination Regulations set for knowledge, understanding and skills necessary to obtain a degree.
2. The dean will establish an examination board for each educational programme or group of educational programmes and will appoint the members based on their expertise in the area of the relevant programme or group of programmes (HERA, Articles 7.12, 7.12a and 9.15(1)(e)).
3. An examination board will have at least one member who is a teacher in the programme or one of the programmes which is part of the group of programmes and one member from outside the group of programmes. Members of the institutional administration or persons otherwise bearing financial responsibility within the institution will not be appointed. The members of a board will be heard by the dean before a new member is appointed.
4. The dean will ensure that the independent and professional operation of the board is properly safeguarded.
5. Pursuant to Article 9.14 of the Higher Education and Research Act, the EEMCS faculty dean has adopted faculty regulations to further provide for the faculty's administration and organization. The faculty regulations include provisions on the establishment and composition of the examination board and on the appointment of the members (see Appendix 1).
6. The examination board established by the dean and the members appointed will be published on the faculty's website.

### Article 1.2: The examination board's duties and powers

1. The examination board will have the following legal duties:
  - a. determining whether a student satisfies the conditions to obtain a degree stated in the Education and Examination Regulations with respect to knowledge, understanding and skills (HERA, Article 7.12(2));
  - b. issuing a certificate as proof that an examination has been passed (HERA, Article 7.11(2));
  - c. issuing a written statement in which the interim examinations passed are indicated (HERA, Article 7.11(5));
  - d. assuring the quality of interim and other examinations (HERA, Article 7.12b(1)(a));

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<sup>2</sup> The article numbering is the same for all bachelor's programmes. The article numbering differs for the various master's programmes.

- e. assuring the quality of the organization and procedures concerning interim and other examinations (HERA, Article 7.12b(1)(d));
  - f. adopting guidelines and instructions in connection with the Education and Examination Regulations to assess and determine the results of interim and other examinations (HERA, Article 7.12b(1)(b));
  - g. granting permission to students to pursue flexible educational programmes (HERA, Articles 7.12b(1)(c) and 7.3d);
  - h. granting exemptions from sitting one or more interim examinations (HERA, Article 7.12b(1)(d) in accordance with the Education and Examination Regulations (HERA, Article 7.13(2)(r));
  - i. taking measures in fraud cases (HERA, Article 7.12b(2));
  - j. adopting rules on carrying out the duties and powers under (c), (d), (f) and (g) (HERA, Article 7.12b(3)) and the measures which it may take in that connection;
  - k. drawing up an annual report for the dean (HERA, Article 7.12b(5));
  - l. designating examiners to hold interim examinations and determine the results thereof (HERA, Article 7.12c(1));
  - m. at the institutional administration's request, giving advice in exceptional cases on whether or not to terminate the enrolment of a student who has demonstrated, through conduct or statements, that he/she is not suitable for professions for which the programme provides training (HERA, Article 7.42a).
2. The examination board will have the following legal powers:
    - a. the power to decide, in accordance with rules to be adopted by the institutional administration, a request by a student not to issue a certificate yet (HERA, Article 7.11(3));
    - b. the power to determine, under conditions to be adopted by the board, that not every interim examination need be passed to pass the examination (HERA, Article 7.12b(3));
    - c. the power to extend the period of validity for interim examinations (HERA, Article 7.13(2)(k)) and tests (BSc EER, Article 4.8(2));
    - d. the power to decide to deviate in exceptional cases from the manner of sitting interim examinations as set forth in the Education and Examination Regulations (HERA, Article 7.13(2l));
    - e. the power to decide to deviate in exceptional cases from holding oral interim examinations in public (HERA, Article 7.13(2)(n));
    - f. the power to grant an exemption, with or without alternative requirements being imposed, from the obligation to participate in practical exercises with a view to permission to sit an interim examination (HERA, Article 7.13(2)(t)).
  3. The institutional administration will ask the examination board for advice if:
    - a. the institutional administration intends to terminate or deny a student's enrolment for a programme, if the student has demonstrated, through his/her conduct or statements, that he/she is not suitable to practise the professions for which the programme provides training (HERA, Article 7.42a).
  4. After consultation, several more duties were added to the foregoing (in the Education and Examination Regulations) by the institutional administration or the dean:
    - a. where necessary, giving advice on the test scheme for a study unit for adoption by the dean (BSc EER, Article 4.4(2)(a));
    - b. giving advice on changes in the test scheme during a study unit (BSc EER, Article 4.4(5)(a));
    - c. agreeing to transitional arrangements (BSc EER, Article 8.4(5));
    - d. allowing deviations from the course options in the minor portion of a BSc programme (BSc EER, Article 3.2a).
  5. The Education and Examination Regulations include a hardship clause giving the examination board the power to deviate from the provisions in the Education and Examination Regulations in exceptional cases of demonstrable extreme unreasonableness or unfairness. The agreements made with the dean about this are listed in Appendix 1.2. In deciding about deviations, the examination board will always ascertain whether the final qualifications described in the Education and Examination Regulations have been met. This power relates to:
    - a. granting individual students exemptions for study unit components (BSc EER, Article 3.4); see R&G, Article 3.3;
    - b. giving individual students the opportunity to sit a test in a different manner than stated in the test scheme;

- c. extending the period of validity for test results (BSc EER, Article 4.7(2));
- d. deviating from the provisions on granting a 'with distinction' designation; see R&G, Article 3.9a.

### **Article 1.3: Division of duties and delegated duties and powers**

1. Insofar as the law or these Rules and Guidelines do not dictate otherwise, the examination board may decide to delegate certain powers which it has, if appropriate, with instructions.
2. For efficiency reasons, the examination board has delegated several duties to sub-committees. Duties and powers have also been delegated to the registry and programme coordinators (with instructions). Appendix 1.3a provides an overview of the division of duties and delegated duties.
3. The sub-committees will carry out the duties and powers delegated to them in accordance with these Rules and Guidelines. The instructions referred to in paragraphs 1 and 2 are listed in Appendix 1.3b.
4. Resolutions passed in connection with delegated duties will be signed on the examination board's behalf and will be set forth in the examination board's list of decisions.

### **Article 1.4: General (sub-committees, meetings and decision-making)**

1. After consulting with the examination board's members, the dean will designate a chair for the examination board and chairs for the sub-committees.
2. The examination board's chair will likewise be the chair of the general sub-committee. The chair, or another member, of each education-related sub-committee will in principle be a member of the general sub-committee.
3. Subject to the provisions in the Education and Examination Regulations, the examination board will determine each year the dates and times when the examination board and sub-committees will meet. These will be announced through the examination board's website and the usual channels. The examination board's and sub-committees' meetings will be closed.
4. Insofar as they have not been delegated, resolutions by the examination board or a sub-committee may only be passed if more than half of the examination board's or sub-committee's members are present or have cast a written ballot.
5. The examination board and sub-committees will pass resolutions by a simple majority<sup>3</sup> vote. If there is a tie vote, the chair will decide the matter. Resolutions will be set forth in the examination board's list of decisions.
6. The examination board and sub-committees may receive advice from external experts or from staff involved in the programme, such as programme directors, programme coordinators and study advisers. These advisers may be invited to the examination board's or sub-committee's meetings.
7. With respect to decisions to be taken which affect individual students, the examination board and sub-committees will request advice from study advisers or other student counsellors. The information given about students will be considered confidential.
8. To prepare for the decision-making, the examination board may establish an ad hoc committee, which will make a recommendation to the examination board.
9. With regard to resolutions which, in the interest of a student, reasonably need to be discussed before the next committee meeting, the chair will decide on a procedure to reach a decision.
10. The affected parties will be informed of a decision. An appeals clause will be included in the notice of the decision.
11. The examination board and sub-committees will be assisted by a registry. The registry will ensure that requests and resolutions and the filing thereof will, where applicable, be carried out and handled administratively in accordance with the institution's guidelines.

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<sup>3</sup> A 'simple majority' of votes is a majority achieved when there are more votes in favour than against during a voting process. For a simple majority, more votes in favour than against is sufficient, and abstentions or persons not present (unless they voted by ballot beforehand) are not taken into account.

## Section 2: Rules concerning carrying out general duties and powers

### 2.1: Determination whether a student meets the final qualifications (HERA, Article 7.12(2))

1. The examination board is the body which will determine, in an objective and professional manner, whether a student meets the conditions which the Education and Examination Regulations set for knowledge, understanding and skills necessary to obtain a degree.
2. The examination board will determine indirectly whether each individual student meets the final qualifications for the programme. It will do this using the test plan which each educational programme has in accordance with University of Twente's test framework. Based on the test plan, a determination will be made whether, in terms of content and level, the final qualifications are covered by the various study units' learning objectives and whether these objectives are adequately tested.
3. Each year, before the academic year starts<sup>4</sup>, the examination board will discuss the test plan with the programme board.
4. If there are transitional arrangements, the examination board will ascertain whether attainment of the final qualifications is still being properly tested through the interim examinations in the transitional arrangements (BSc EER, Article 8.4(5)).

### Article 2.2: Assurance of the quality of interim and other examinations (HERA, Article 7.12b(1)(a))

1. The point of departure will be that the educational programmes will be responsible for the quality of the interim and other examinations, and that the examination board will safeguard the quality by ensuring that the programme properly carries out this duty and that the desired result is achieved.
2. The examination board will safeguard the quality of interim and other examinations by explicitly paying attention to a number of aspects, specifically:
  - the examiners' testing skills;
  - the quality of the tests;
  - the relationship between the testing within study units and the contribution of learning objectives to the final qualifications (as evidenced by the test scheme);
  - the quality of the assessment of final projects;
  - the quality of examinations (attainment of final qualification, as evidenced by the test plan (Learning Sciences structure, including testing)).
3. The examination board has made agreements with the programmes about the way in which they will ensure the quality of interim and other examinations, in particular, as regards the aspects distinguished in paragraph 2 of this article. The agreements made are stated in Appendix 2.2.

### Article 2.3: Assurance of the quality of the organization and procedures concerning interim and other examinations (HERA, Article 7.12b(1)(e))

1. The institutional administration will be responsible for the practical organization of interim and other examinations (HERA, Article 7.10(3)).
2. The examination board will safeguard the quality of the organization and procedures concerning interim and other examinations by ensuring that the organization and procedures do not adversely affect the quality of the interim and other examinations.
3. The examination board has made agreements with the dean about the way in which it will safeguard the quality of the organization concerning interim and other examinations. The agreements made are stated in Appendix 2.3.

### Article 2.4: Designation of examiners (HERA, Article 7.12c(1))

1. For each study unit, the examination board will designate one or more examiners to hold interim examinations and determine the results thereof.

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<sup>4</sup> This will occur for the first time in the 2016-2017 academic year.

2. For purposes of the quality of the interim examinations and tests, the examination board will apply the following criteria in designating the examiners:
  - a. permanent or temporary academic staff members of the University of Twente or another research university who are involved in the programme and who possess sufficient educational qualifications, specifically in the testing area, will be appointed as examiners<sup>5</sup>;
  - b. an examiner's educational level must be at least one level higher than the educational level of the study unit for which he/she is designated as an examiner;
  - c. the examiner's role will be limited to the subject area within which the examiner is recognized as an expert;
  - d. the examination board may decide to appoint other experts as examiners. This decision will indicate the period of validity and the subject area.
3. In designating examiners, the examination board will base its decision on an overview which it receives annually from the programme board, in which for each study unit there is a proposal for the examiners to be appointed. Pursuant to the requirements stated in paragraph 2 or for reasons of its own, the examination board may designate other examiners for study units.
4. If there are different examiners for a study unit's various tests, one examiner will be designated as the coordinating examiner for the study unit and will determine the result of the interim examination. Generally speaking, this will be the person primarily responsible for the teaching. The coordinating examiner<sup>6</sup> will be responsible for determining the mark for the study unit's interim examination in accordance with the test scheme. He/She will also be the contact person for the examination board.
5. Final assignments and final projects must be assessed by at least two qualified examiners (see also Article 4.4 of these Rules and Guidelines). At least one of the examiners for bachelor's final projects must have a doctoral degree. For the BIT bachelor's and master's programmes, there must be at least one examiner from the BMS faculty and one examiner from the EEMCS faculty.
6. If unforeseen situations arise or, in the examination board's judgment, an examiner fails to follow the examination board's rules and guidelines, the examination board may designate a different examiner. It will also do this at the programme board's request if the examiner has not adhered to the period for announcing the results of tests and interim examinations (see EER, Article 4.7).

**Article 2.5: Measures in fraud cases (HERA, Article 7.12b(2))**

1. The fraud regulations adopted by the EEMCS dean in consultation with the examination board indicate what constitutes 'fraud' (see Appendix 2.5).
2. If fraud is suspected, the examiner or examination supervisor will inform the student that this will be reported to the examination board. The report by the examiner or examination supervisor will suspend the determination of the assessment of the test for the period running until the time that the examination board determines whether fraud occurred or not.
3. After having given the student and teacher an opportunity to be heard, the examination board will determine whether it was fraud and which measures will be taken, and will inform the student and teacher of this in writing.
4. If fraud is found, the test/interim examination will in any event be declared invalid and the examination board may deprive the student of the right to sit one or more tests or interim or other examinations to be designated by the examination board for a period to be set by the examination board (at most one year).
5. In cases of serious fraud (as referred to in HERA, Article 7.12b(2)), the institutional administration may, on the examination board's recommendation, definitively terminate the party concerned's enrolment in the educational programme. The examination board will in principle make such a proposal to the institutional administration where there is repeated fraud.

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<sup>5</sup> From August 2016, the examination board will designate only examiners who have a basic teaching qualification or have been exempted from this.

<sup>6</sup> In the bachelor's Education and Examination Regulations, this person is referred to as the 'module examiner'.

**Article 2.6: Conditions for determining that the examination has been passed even though all of the interim examinations have not been passed (HERA, Article 7.12b(3))**

1. If the interim examinations for study units which are part of an educational programme have been passed, the examination will have been sat (HERA, Article 7.10(2)).
2. The examination board may, under conditions to be set by it, decide that not every interim examination need be passed to find that the examination was passed (HERA, Article 12b(3)).<sup>7</sup>
3. In all cases, the examination board will seek to determine whether a student meets the conditions which the Education and Examination Regulations set for knowledge, understanding and skills necessary to obtain a degree.

**Article 2.7: Certificates (HERA, Article 7.11(2))**

1. As proof that an examination has been passed, the examination board will issue a certificate. The certificate that the examination has been passed will include all of the information indicated in the Higher Education and Research Act.
2. The examination board will include a supplement with the certificate for the purpose of providing information about the nature and substance of the educational programme, with a view in part to international recognizability. The supplement will conform to the agreed standard European format.
3. The supplement will contain a description of the programme's substance and study workload. Further, the supplement will indicate the components which were part of the examination and the study units which were not part of the examination in which, at the student's request, an examination was given, including the assessment of those components.
4. The certificate and the supplement will be signed by the examination board's chair or one of the examination board's members.
5. To further flesh out the issuance of the certificate referred to in paragraph 1, the examination board will, after consulting with the dean, decide how the certificate will be handed out. The programme board will timely notify students of this through the usual channels.

**Article 2.8: Statements of excellence on and with the certificate (BSc EER, Article 5.4(5))**

1. Each programme has regulations on graduating 'with distinction'. These are included in Appendix 2.8.
2. The examination board will check whether the student meets the stated requirements. If the designation 'with distinction' can be granted to a student, this will be indicated on the certificate and supplement.
3. The examination board may, in exceptional cases, deviate from the conditions applicable to granting the designation 'with distinction'.
4. If a student has passed an honours programme for excellent students recognized by the Executive Board, this will be indicated on the certificate and/or supplement.

**Article 2.9: Annual report (HERA, Article 7.12b(5))**

1. The examination board will draw up an annual report each year. The examination board will provide the annual report to the dean and programme boards.
2. The annual report will in any event indicate:
  - a. the examination board's composition;
  - b. the professional development activities;
  - c. the activities regarding safeguarding quality;
  - d. the resolutions passed (including delegated resolutions) and the disposition of requests (table with numbers, broken down by programme);
  - e. the certificates issued (table with numbers, 'with distinction' designations, broken down by programme);
  - f. the number of appeals and fraud cases per programme;

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<sup>7</sup> For several educational programmes, generic regulations have been adopted for the intake cohorts from before 2016. These are included in Appendix 2.6.

- g. the involvement in accreditations;
  - h. any plans for the coming year;
  - i. the spearheads for the programmes with respect to the quality of interim and other examinations.
3. The annual report will be discussed with the dean in a meeting.

## **Section 3: Rules concerning requests and complaints by students**

### **Article 3.1: General rules concerning requests and complaints (HERA, Article 7.12b(4))**

1. Under the Higher Education and Research Act, the examination board may deviate from the provisions in the Education and Examination Regulations in certain situations (see R&G, Article 1.2). Students may submit a request to the examination board to that end.
2. In addition to the statutorily determined situations referred to in paragraph 1 of this article, a student may submit a request to the examination board to deviate from the provisions in the Education and Examination Regulations due to demonstrable extreme unreasonableness or unfairness (EER hardship clause; see also R&G, Articles 1.3 and 1.9).
3. A request by a student requiring a decision by the examination board must timely be submitted in writing. The procedures for this will be set forth on the examination board's website.
4. In deciding a request, the examination board may obtain advice from such experts as the programme board, examiners and study advisers (see also R&G, Articles 1.3(5) and (6)).
5. The examination board will in principle take up properly submitted requests in the next board meeting, which will occur at least five business days after the request is received.
6. The examination board will provide the student written notice of its decision as soon as possible. In principle, the student will be informed of the decision no later than five business days after the meeting. If necessary, the decision will be supported by reasons.
7. Complaints about examiners must, like appeals against or objections to decisions by the examination board, be submitted to the Student Services counter.
8. If a student files a request or complaint in which an examiner is involved who is an examination board member, the examiner in question will not participate in the handling of the request or complaint.

### **Article 3.2: Approval of flexible educational programmes (HERA, Articles 7.3d and 7.12b(1)(c))**

1. A student enrolled for a university educational programme may himself/herself put together a programme, which includes an examination, from study units given by the institution. If the examination is to result in a degree, permission to pursue the programme must be obtained from the examination board.
2. The examination board will review whether the proposed flexible programme fits within the domain of an educational programme, is coherent and is of a sufficient standard in light of that educational programme's final qualifications.
3. For a flexible bachelor's programme (180 ECTS credits), the examination board will, in giving permission, apply the following as a guideline:
  - the final project must fit within the domain of the programme for which the certificate will be issued;
  - the difference from the first and second years of a regularly offered bachelor's programme must be at least 30 ECTS credits.
4. For a flexible two-year master's programme (120 ECTS), the examination board will, in giving permission, apply the following as a guideline:
  - the final project must fit within the domain of the programme for which the certificate will be issued;
  - the difference from the subject combination within the master's programme which is the closest substantively must be at least 30 ECTS credits.
5. The student will be given written notice of the decision. If the examination board decides to approve the flexible programme, it will indicate the educational programme which will be deemed to include the flexible programme.

### **Article 3.2a: Deviation from the course options in the minor portion (BSc EER, Article 3.2)**

1. A student may submit a well-supported request to the examination board to deviate from the course options in the minor portion formulated by the educational programme.
2. In its decision allowing a deviation, the examination board will apply the following guidelines:

- in terms of level and learning objectives, the proposed course options will contribute to the educational programme's final qualifications in the same manner as the regular minor available;
- the proposal will not include any overlap with study units (or portions thereof) from the study units taken by the student in the first and second programme year or components to be taken in the third year.

**Article 3.3: Granting of exemptions for study units (or portions thereof) and for practical exercises** (HERA, Articles 7.12b(1)(d) and 7.13(2)(r), and BSc EER, Article 3.4)

1. At a student's request, the examination board may grant the student an exemption for one or more complete study units.
2. Based on proof to be submitted by the student, the examination board will determine whether the student has sufficient knowledge and skills to be granted an exemption for the study unit concerned.
3. The examination board may, in exceptional cases, deviate from the provisions in paragraph 1 and grant an exemption for a study unit's components (BSc EER, Articles 3.4 and 8.7).
4. The examination board will grant an exemption from the obligation to participate in practical exercises to students who can show that they expect that their consciences will be violated in or by having to perform a certain practical exercise. In consultation with the study unit's examiner, the examination board will determine how the learning objectives of the practical exercise can be met in another way.

**Article 3.4: Extension of the period of validity for the results of interim examinations and tests** (HERA, Article 7.13(2)(k), and BSc EER, Article 4.7)

1. The Education and Examination Regulations list the period of validity for interim examinations and tests.
2. Students may submit requests to the examination board to extend the period of validity for interim examinations or tests.

**Article 3.5: Deviation from the manner of sitting interim examinations or tests** (HERA, Article 7.13(2)(l), and BSc EER, Article 3.4(2))

1. In exceptional cases, students may submit requests to the examination board to deviate from the manner of sitting interim examinations or tests.
2. The examination board will always request advice from the relevant examiner.

**Article 3.6: Deviation from holding oral interim examinations and tests in public** (HERA, Article 7.13(2)(n), and BSc EER, Article 4.5)

1. Oral tests will be held in public (BSc EER, Article 4.5).
2. The examination board may decide otherwise in exceptional cases (HERA, Article 7.13(2)(n)).
3. If a student or examiner wants to allow third parties to be present when an oral test is held, this must be reported to the examination board no later than 10 business days before the oral test (BSc EER, Article 4.5(2)). This provision will not apply to graduation colloquia, presentations or study unit group tests.
4. If an oral test is held by two examiners, the second examiner will not be considered a 'third party' within the meaning of the BSc Education and Examination Regulations, Article 4.5(2).

**Article 3.7: Non-issuance of certificates** (HERA, Article 7.11(3))

1. Students who are entitled to the issuance of a certificate may ask the examination board not to do this yet.
2. Pursuant to the Higher Education and Research Act, Article 7.11(3), the EEMCS faculty board has determined that the duration of the delay may never exceed one year.

**Article 3.8: Issuance of written statements** (HERA, Article 7.11(5), and BSc EER, Article 5.4(5))

1. Students who have passed more than one interim examination and who cannot be issued a certificate referred to in Article 2.7 of these Rules and Guidelines will, upon request, receive a statement issued by the examination board which at least indicates the interim examinations which they passed.

**Article 3.9: Deviation from the provisions in the Education and Examination Regulations based on the hardship clause** (EER, Article 8.7)

1. The Education and Examination Regulations (hardship clause) provides that, in cases of demonstrable extreme unreasonableness or unfairness, the examination board or programme board may allow the provisions in the Education and Examination Regulations to be deviated from.
2. The examination board has made agreements with the dean about the articles in the Education and Examination Regulations which the examination board may decide to deviate from. These agreements are stated in Appendix 1.2.

**Article 3.9a: Deviation from the rules on the designation ‘with distinction’**

1. The examination board may, in exceptional cases, deviate from the rules applicable to granting the designation ‘with distinction’.
2. The examination board will, for example, consider this if the study pace requirement was exceeded for excusable reasons. This may be the case if there has been a recognized delay according to the provisions formulated within the institution.

## Section 4: Guidelines and instructions for examiners (HERA, Article 7.12b(1)(b))

### Article 4.1: Guidelines and instructions generally

1. The examination board may provide guidelines and instructions on assessing interim and other examinations and on determining the results of interim examinations (HERA, Article 7.12b(1)(b)). An **instruction** must be followed, while a **guideline** may, with a statement of reasons, be deviated from in exceptional cases. Articles 4.2 to 4.6 of these Rules and Guidelines explicitly mention guidelines. The instructions which the examination board gives will mainly pertain to safeguarding the quality of interim and other examinations, partly in light of the knowledge, understanding and skills necessary to obtain a degree.
2. If the examination board requests this, the examiners will furnish the requested information to the examination board (HERA, Article 7.12c).

### Article 4.2: Assessment of interim examinations and tests

1. Explicit learning objectives will be formulated for each study unit. All these learning objectives will be tested. The test forms will be derived from the learning objectives. The questions for the interim examination will not go beyond the learning objectives.
2. The manner in which the study unit's interim examinations are sat will be broadly indicated in the Education and Examination Regulations' programme-specific appendices (HERA, Article 7.12(2)(1)). The study units' test schemes will include a detailed overview.
3. A study unit's test scheme will at least state what the learning objectives are, when and in which form tests will be held, the mutual weighing of tests, any required minimum marks for each test (contribution to the final mark), any resit options (MSc) or 'repair' options (BSc) and the conditions stated to participate in the this repair (BSc EER, Article 4.4). The test scheme will be included in the study unit dossier.
4. Each test and assessment will be valid, as reliable as possible and readily comprehensible to students.
5. The examiner will ensure that the students can timely (before the teaching starts) gain a sufficient understanding of the requirements set for the tests.
6. The assessment criteria for a study unit's various tests will be announced to students through the appropriate channels (Blackboard) when the study unit starts.
7. If a test is assessed by multiple examiners, the responsible examiner will ensure that the assessment criteria are interpreted and applied by all examiners in the same manner (uniform, consistent assessments).
8. In some cases, student assistants may, under strict conditions, be utilized to help in assessing tests (see Appendix 4.2).
9. Assessment tools (scoring rules, assessment forms or modules, standards and cut-off scores) will be used for all test forms utilized. The assessment will be comprehensible.
10. Each student will be entitled to an assessment and result which is substantiated.

### Article 4.3: Determination of the result of a test or interim examination

1. The interim examination result for a study unit will be expressed in a whole number from 1 to 10. A result will be rounded off according to the customary rules (see BSc EER, Article 4.1). A mark of 6 or higher will be deemed a pass.
2. The interim examination result must be sufficiently based on an individual assessment<sup>8</sup>.
3. In special cases and in accordance with the guidelines and instructions in this section of the Rules and Guidelines, the coordinating examiner will have authority to decide to ask a student or group of students – for purposes of repair – to supplement a study unit test.
4. The test scheme referred to in Article 4.2(3) will state when a supplemental assignment may be considered. The **guideline** here is that, without the supplemental assignment, the final mark must be at least 5.

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<sup>8</sup> A substantial number of the learning objectives must be tested individually to ensure that each individual student achieves the attainment targets.

5. The decisions referred to in paragraph 3 will be laid down in a report for the examination board. This will at least indicate which students have obtained which supplements for which reasons and whether a student has participated in both the test and a repair.
6. The programme board may modify the test scheme during the study unit. It may only do so in consultation with the study unit's coordinating examiner and after advice – except for moving tests – from the examination board (BSC EER, Article 4.4(5)).
7. If, when the test is held, it is apparent that a mistake has been made concerning the ability to mark the test within the available time, the clearness of the questions or the degree of difficulty, the examiner may apply adjusted standards. These new standards may not affect the students adversely. The change will be recorded in writing and filed in the study unit dossier, and the examination board will be informed.
8. A test analysis for multiple-choice questions will be conducted before the result is determined (**guideline**).

#### **Article 4.4: Assessment of final projects**

1. At least two of the examiners designated for a study unit will be involved in assessing the bachelor's thesis or the final study unit(s) for the bachelor's examination.
2. At least one of the assessors will have a doctoral degree.
3. At least two of the examiners designated for a study unit will be involved in assessing the master's thesis or the final component of the master's examination. Both assessors will have doctoral degrees. For the BIT master's programme, there must be at least one examiner from the BMS faculty and one examiner from the EEMCS faculty.
4. The assessment form adopted by the relevant programme (after advice from the examination board) will be used to assess the assignment referred to in paragraphs 1 and 3.

#### **Article 4.5: Prevention and reporting of fraud**

1. The EEMSC faculty dean has adopted fraud regulations indicating what constitutes 'fraud'. These are stated in Appendix 4.5 (including the rules of procedure). The educational programme will inform new students of this, as well as the citation rules.
2. Before final or other assignments are assessed, a plagiarism checker will be used (**guideline**).
3. Before the teaching starts, the study unit's Blackboard site will clearly indicate which materials and devices may be used with each test (**guideline**).
4. If fraud is suspected, the procedure in Article 2.5 of these Rules and Guidelines must be followed.

#### **Article 4.6: Miscellaneous guidelines and instructions**

1. Statements about recorded individual information concerning the results of interim examinations and tests will not be made to others besides the student taking the examination and persons who, under or pursuant to the law, are entitled to this information or cannot perform their duties without having this information. Such persons will include, for example, the examination board members, study advisor, programme director, student counsellor and Board of Appeal for Examinations.
2. For a written interim examination, the maximum number of points which may be obtained for a question will be indicated with each question.
3. For an oral test, there must be proof that the student was treated properly and that the assessment is reliable. This can be shown by, say, the presence of a second teacher with a basic teaching qualification or a video recording of the sitting of the oral test.

## **Section 5: Changes, deviations, appeals and objections**

### **Article 5.1: Conflicts with the Rules and Guidelines**

1. The guidelines and instructions stated in these Rules and Guidelines have been formulated within the framework of the educational programme's Education and Examination Regulations. If they conflict with the Education and Examination Regulations, the provisions in the Education and Examination Regulations will prevail.
2. If other supplemental regulations and/or provisions conflict with the rules in these Rules and Guidelines, the provisions in these Rules and Guidelines will prevail.

### **Article 5.2: Hardship clause**

1. The examination board will regularly evaluate the functioning of these regulations.
2. In cases of demonstrable extreme unreasonableness or unfairness, the examination board may deviate from the provisions in these regulations.
3. The examination board will decide situations not provided for by these regulations.

### **Article 5.3: Appeals and objections**

1. Appeals against decisions by the examination board must be submitted in writing to the Student Services counter's desk for letters of objection and appeals (and complaints) within six weeks after the decision is announced to the party concerned.
2. If a student has submitted a complaint about an examiner to the complaints desk and the examination board has been asked to act as a mediator, the examination board will adhere to the principle of hearing both sides.

### **Article 5.4: Publication and amendment of the Rules and Guidelines**

1. The examination board's Rules and Guidelines will be announced through the faculty's website.
2. Changes to these Rules and Guidelines will likewise be published on the faculty's website. Changes to these regulations applicable to the current academic year will only be made if the students' interests will not reasonably be harmed.

### **Article 5.5: Commencement**

These Rules and Guidelines will take effect on 1 September 2015 and will replace previous versions of the Rules and Guidelines for the educational programmes concerned.

## **APPENDICES to the Rules and Guidelines 2015-2016 for EEMC's examination boards**

*The appendices are not consecutively numbered, but refer to the article numbers.*

Appendix 1.1: The examination board's composition

Appendix 1.2: Duties and powers: agreements regarding implementation of the hardship clause in the Education and Examination Regulations (Article 8.7)

Appendix 1.3: Overview of delegated duties

Appendix 1.4: Instructions for duties delegated by the examination board

Appendix 2.2: Assurance of quality of interim and other examinations

Appendix 2.3: Assurance of quality of the organization and procedures concerning interim and other examinations

Appendix 2.5: Fraud regulations and rules of procedure during written tests and interim examinations

Appendix 2.8: Regulations on 'with distinction' designations as adopted by the programme management of the educational programmes for which the examination board has been established

Appendix 4.2: Utilization of student assistants to help in assessing tests

## **Appendix 1.1: Established examination board and appointed members**

### ***Article for faculty regulations***

Note: The faculty council must agree to this article for the faculty regulations.

1. An examination board has been established within the EEMCS faculty for the educational programmes which the faculty provides (except for the '3-TU' educational programmes, for which a '3-TU' examination board has been established).
2. The examination board has been established to determine, in an objective and professional manner, whether a student enrolled in one of the programmes for which the examination board has been established meets the conditions which the Education and Examination Regulations set for knowledge, understanding and skills necessary to obtain a degree (HERA, Article 7.12).
3. The dean will appoint at least one teacher from each programme for which the EEMCS examination board has been established as a member of the examination board. For the BSc and MSc BIT programmes, both a member from the EEMCS faculty and a member from the BMS faculty will be appointed. In addition, the dean will appoint at least one member from outside the group of programmes as an external member. Members of the institutional administration or persons otherwise bearing financial responsibility within the institution will not be appointed.
4. The dean will appoint the examination board's members for a single academic year based on their expertise and, in appointing the members, will take into account any desire by the examination board to delegate duties to sub-committees. The appointment period may be tacitly extended each year.
5. Before appointing a member, the dean will consult with the examination board's members.
6. After consulting with the examination board's members, the dean will appoint a chair.
7. The dean will ensure that the examination board operates independently and professionally by, for example, offering administrative support and professional development opportunities.
8. The composition of the examination board and the sub-committees and the appointed members will be published on the faculty's website.

### ***EEMCS examination board's composition***

#### **EEMCS examination board:**

**Chair +**

**Sub-committee members**

#### **General sub-committee:**

- **Chair:**  
**examination board chair**
- **Internal members:**  
**chairs of the five programme-related sub-committees**
- **External member**

#### **Sub-committee B**

**Chair and members who are teachers working in the BSc BIT and MSc BIT programmes**

#### **Sub-committee C**

**Chair and members who are teachers working in the BSc CREATE and MSc HMI programmes**

#### **Sub-committee E**

**Chair and members who are teachers working in the BSc EL and MSc EE programmes**

#### **Sub-committee I**

**Chair and members who are teachers working in the BSc CSc, MSc CSc and MSc TEL programmes**

#### **Sub-committee W**

**Chair and members who are teachers working in the BSc AM and MSc MAM programmes**

## Appendix 1.2: Proposal for agreements regarding hardship clause in Education and Examination Regulations

Note: This proposal will be discussed with the programme directors in February 2016.

Hardship clause in Education and Examination Regulations: “In cases of demonstrable extreme unreasonableness or unfairness, the examination board or programme board may allow the provisions in the Education and Examination Regulations to be deviated from”.

The programme management and examination board have agreed on the division below with respect to the power to deviate from the Education and Examination Regulations.

<i>BSc EER</i>	<i>Subject</i>	<i>Programme management</i>	<i>Examination board</i>
<i>Section 2</i>	<i>Admission</i>		
Article 2.1	Prerequisites	X	--
Article 2.2	Language requirement	X	--
Article 2.3	Admissions test	X	--
<i>Section 3</i>	<i>Content and design of educational programme</i>		
Article 3.1	Objective	X	--
Article 3.2	Design	X	--
Article 3.3	Language	X	--
Article 3.4	Exemption	--	X (R&G, Article 3.3)
Article 3.5	Flexible programme	--	X (R&G, Article 3.2)
<i>Section 4</i>	<i>Education and testing</i>		
Article 4.1	General	X	
Article 4.2	Modules	X	*EER, paragraph 2 (R&G, Article 2.4)
Article 4.3	Enrolment	X	--
Article 4.4	Test scheme	X	Advice *EER, paragraph 6 (R&G, Article 3.5)
Article 4.5	Oral interim examination	X	*EER, paragraph 1 (R&G, Article 3.6)
Article 4.6	Assessment period	X	*EER, paragraph 6 (R&G, Article 2.4(5))
Article 4.7	Period of validity	X	X (R&G, Article 3.4)
Article 4.8	Subsequent discussion and inspection	X	
Article 4.9	Retention period	X	
<i>Section 5</i>	<i>Examination</i>		
Article 5.1	Examination board		
Article 5.2	Examination		
Article 5.3	Degree	X	
Article 5.4	Certificate		X (R&G, Articles 2.7 and 2.8) X statement (R&G, Article 3.8)
<i>Section 6</i>	<i>Student guidance and student progress evaluation</i>		
Article 6.1	Study progress overview	X	
Article 6.2	Student guidance	X	
Article 6.3	Student progress evaluation	X	
Article 6.4	Student progress evaluation for multiple educational programmes	X	
<i>Section 7</i>	<i>Students with disabilities</i>		
Article 7.1	Students with disabilities	X	
<i>Section 8</i>	<i>Amendments, transitional arrangements, objections and appeals</i>		
Articles 8.1/8.3	Conflicts, mistakes, modification	X	

Article 8.4	Transitional arrangements	X	*EER, paragraph 5; approval *EER, paragraph 6 (R&G, Article 3.5)
Articles 8.5/8.7	Assessment Education and Examination Regulations, appeals and objections, hardship clause	X	
Articles 8.8/8.9	Publication and commencement	X	
Miscellaneous			
	Programme-specific portion	X	

**Appendix 1.3a: Division of duties and delegated duties**

Duties and powers which are not included in this table have been delegated to the general sub-committee (for duties across educational programmes).

Note: If a decision has consequences across disciplines, this must always be submitted to the general sub-committee.

X = delegation    disc = discussion    adv = advice    cons = consent    prep = preparation

	<b>Duty</b>	<b>HERA/EER</b>	<b>R&amp;G</b>	<b>Exam. bd.</b>	<b>Gen. s-c.</b>	<b>Prog-rel. s-c.***</b>	<b>Miscellaneous</b>	<b>Period</b>
1	Adoption of R&G (annually, once EER guideline is certain)	7.12b		X**	prep	adv		Aug.
2	Designation of examiners (in accordance with qualifications in R&G)	7.12c	2.4			X		July
3	Conditions for passing examination without having passed all interim examinations (including implementation)	7.12b(3)	2.6		X			
4	Determination of procedures to safeguard quality	7.12b	2.3		X	adv		
	Details of safeguarding	same				X		
5	Annual report	7.12b(5)	2.8	disc	X	adv		Dec.
6	Issuance (= signing and checking) of certificates	7.11	2.7 2.8			X		
7	Taking measures in fraud cases					X		
	Requests by individual students							
8	Flexible programme		3.2			X		
	Deviation from course options in the minor portion	EER, 3.2	3.2a				education coordinator (EC)	
9	Exemptions	7.12b(1)(d) 7.13(2)(r)	3.3			X	EC (master's)	
10	Extension of period of validity for interim examinations*	7.13(2)(k)	3.4			X	EC	
11	Deviation from the manner of sitting interim examinations	7.13(2)(l)	3.5			X		
12	Deviation from holding oral interim examinations in public	7.13(2)(n)	3.6			X	EC	
13	Non-issuance of certificates	7.11(3)	3.7				registry	
14	Issuance of written statements (= certified list of marks)	7.11(3)	3.8				registry	
15	Hardship clause (see also R&G, Appendix 2)	EER, 8.7	3.9		X			
	a Deviation from the rules on the designation 'with distinction'					X		

\* This does not pertain to students with disabilities.

\*\* The Rules and Guidelines will typically be adopted in phases: 1) preparation by the general sub-committee; 2) advice from the programme-related sub-committees; 3) any adjustments by the general sub-committee and 4) adoption by the examination board.

\*\*\* Or one of the members.

## Appendix 1.3b: Instructions for duties delegated by the examination board

*Explanation: 'Delegation' means the power to take decisions in the name of a management body (the examination board) or to exercise powers in the management body's name. A management body may delegate a power, unless a statutory provision states otherwise or the nature of the power is incompatible with delegation. The power to sign specific documents may be delegated, unless provided otherwise by statute or the nature of the power is incompatible with delegation. The decision must show that the management body itself took the decision.*

*A power will in any event **not** be delegated if the power relates to: (a) adopting universally binding provisions; (b) passing resolutions as to which it has been stated that the resolutions must be passed by an increased majority or as to which the nature of the prescribed decision-making procedure is otherwise incompatible with delegation; (c) deciding appeals or (d) reversing or denying approval of decisions by other management bodies.*

*If the examination board delegates powers, it will still ultimately be responsible for the decisions taken by the delegatee (the party to which the delegation has been made). If this delegatee is not operating under the responsibility of the delegator (the examination board), the delegation must be approved by the delegatee and, as appropriate, the party under whose responsibility it is operating. The power must be delegated in writing.*

*The examination board may still exercise the delegated power and may revoke the delegation (in writing) at any time.*

*The examination board may, on a case-by-case basis or generally, give instructions to the delegatee on exercising the delegated power. At the examination board's request, this delegatee must provide information on the exercise of the power.*

### **The following instructions have been given concerning the delegations made by the examination board:**

- The sub-committees will carry out the duties and powers delegated to them in accordance with these Rules and Guidelines.
- (R&G, Article 3.2a) The **power to deviate from the course options in the minor portion** has been delegated to the programme/bachelor's coordinator. The coordinator must apply the criteria indicated in Article 3.2a of the Rules & Guidelines. The delegated decision must be accompanied by supporting arguments and be included in the examination board's list of decisions through the relevant programme-related sub-committee.
- (R&G, Article 3.3) The **power to grant exemptions for study units of master's programmes** has been delegated to the master's coordinator/programme adviser.
  1. Whether the student has requested exemptions previously must be checked.
  2. If, by granting an exemption, the number of ECTS credits for which the student has been exempted would exceed 15, the delegation will not be valid and the delegatee will have to provide a substantiated opinion to the examination board about the exemptions to be granted.
  3. When exemptions are granted on the examination board's behalf or advice is given, advice will always be requested from the examiners concerned.
  4. The delegatee will ensure that the relevant programme-related examination board is informed of the delegated decision.
  5. The decision will be included in the examination board's list of decisions.

Note 1: For exemptions for bachelor's programmes, the bachelor's/programme coordinator will be asked to give advice in accordance with the instructions above.

Note 2: Exemptions for tests will always be given by the relevant programme-related sub-committee.

- (R&G, Article 3.4) The **power to extend the period of validity for interim examinations** has been delegated to the programme coordinator. The coordinator will regularly check the period of validity, to ensure that, when the certificates are issued, there are not any study units for which the period of validity has expired.

Note: The relevant programme-related sub-committee will decide on extending the period of validity for tests.

- (R&G, Article 3.6) The ***power to deviate from holding oral interim examinations and tests in public*** has been delegated in part to the programme coordinator: The BSc Education and Examination Regulations state that the presence of third parties must be reported to the examination board. This duty to report (and the handling thereof) has been delegated. The delegatee will act in consultation with the programme director.
- (R&G, Article 3.7) ***The power to decide requests not to issue certificates yet*** has been delegated to the examination board's registry. The registry will apply the rules adopted by the dean.
- (R&G, Article 3.8) The ***power to issue written statements to students*** to whom certificates cannot be issued has been delegated to the examination board's registry. The registry will sign the statement on the examination board's behalf after ensuring that all study units indicated on it have been passed.

## **Appendix 2.2: Assurance of quality of interim and other examinations**

*Agreements will be made with the programme directors and the dean on coordination between the programme management's ensuring the quality of interim examinations, tests and other examinations and the examination board's safeguarding the quality (and the criteria which will be applied).*

## **Appendix 2.3: Proposal for agreements on ensuring the quality of the organization and procedures concerning interim and other examinations and the safeguarding thereof**

*Note: This proposal will be discussed with the programme directors in early February 2016.*

To properly safeguard the quality of the organization and procedures concerning interim and other examinations, the examination board has agreed with the management of the programmes for which the examination board has been established that, each year, before the start of the academic year, the management will request advice about:

- rules of procedure (including identification);
- fraud regulations;
- measures to prevent fraud;
- rooms to be used for written interim examinations;
- instructions for examination supervisors for written interim examinations;
- descriptions of the procedure for making copies of written interim examinations;
- regulations on 'with distinction' designations;
- rules for dual studies.

## **Appendix 2.5: Fraud regulations and rules of procedure during written tests and interim examinations<sup>9</sup>**

### ***Fraud regulations***

1. An interim examination is an inquiry into a student's knowledge, understanding and skills, as well as an assessment of the results of that inquiry (HERA, Article 7.10). An interim examination may consist of multiple tests. For each type of test, a student must furnish his/her own, original work; otherwise, this will be considered fraud.
2. 'Fraud' means conduct by a student which, before a test is held, the examiner has indicated is considered fraudulent or which the student knows or should know is impermissible. This will in any event include:
  - a. using other assistance or devices (electronic or technological) during tests besides those which the examiner indicated were permissible before the start of the study unit and/or interim examination or test or which the student knew or should have known were impermissible;
  - b. cheating with or without:
    - using cheat sheets;
    - copying someone else's tests and/or interim examinations;
    - allowing someone else to copy one's tests and/or interim examinations;
    - receiving or sending text or other messages;
    - contacting others besides the examiner or examination supervisor while the test is being held or before the work has been turned in;
  - c. copying work without proper acknowledgment of the source, also known as plagiarism. Plagiarism will in any event include:
    - copying someone else's work (original terms, ideas, results, conclusions or illustrations) or portions thereof verbatim and presenting this as one's own work. If portions of a text without acknowledgment of sources have been copied from another text (on paper or the internet), this will constitute plagiarism as well (even if minor changes have been made);
    - not clearly marking verbatim quotes (for example, with quotation marks, indentation or extra spaces), so that the impression is wrongly given that a portion of the passages quoted is one's own work;
    - indicating literature which the student did not consult himself/herself (but which, say, the student came across through references in other literature);
    - using texts written in collaboration with others, without this being explicitly mentioned;
    - turning in one's own work which was already previously published in whole or in part (for instance, an assignment for another course), without a clear acknowledgment of sources;
  - d. 'free riding', that is, not contributing in equal measure to a group assignment;
  - e. manipulating research data for group or other assignments or falsifying data (filling in interviews or questionnaires one's self, for example);
  - f. any other types of fraud besides the ones mentioned above in paragraphs 2(a) to 2(e), as determined by the examination board.
3. If, while a test is being sat or after it is sat, the examiner or examination supervisor has a substantiated suspicion of fraud, the examination supervisor may exclude the student from the test and seize impermissible devices. The examiner or examination supervisor will notify the student and report this in writing to the examination board. This will likewise apply to fraud regarding a portion of a study unit.
4. The examination board will then follow a fixed procedure and will interview both the examiner or examination supervisor and the student(s). If fraud is found, the examination board will determine which measures to take and will provide written notice of this to the student concerned. The examination board may deprive the student of the right to sit one or more interim or other examinations for a period not exceeding one year (HERA, Article 7.12b(2)).
5. In cases of serious fraud, the institutional administration may, on the examination board's recommendation, definitively terminate the student's or external student's enrolment in the educational programme.
6. A student may lodge an appeal against the examination board's decisions within six weeks.

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<sup>9</sup> This appendix is expected to be included in the BSc Education and Examination Regulations guideline in 2016-2017.

### ***Rules of procedure during written tests and interim examinations***

1. Students must be present before the interim examination starts. Latecomers will, at the examination supervisor's discretion, only be admitted up to 30 minutes after the examination starts. At the examination supervisor's discretion, this period may be shorter for interim examinations not exceeding one hour.
2. Students must set down bags and coats at the front of the examination room.
3. Upon the start of the test, the student will indicate his/her name and student number on all of the test work.
4. Students may not leave the room until at least 30 minutes after the examination starts.
5. A student may not pass himself/herself off as another person and must be able to identify himself/herself by showing a student ID or a legally permissible valid ID (passport, ID card or driving licence) at the examination supervisor's request. Students who are unable to provide proof of their identities will be excluded from the interim examination.
6. Only the permissible necessities for the examination may be placed on the table.
7. Study materials (such as a graphing calculator or a dictionary) may only be used if expressly permitted.
8. Mobile phones, PDAs and similar communication devices must be turned off and be out of reach (in the bag/coat) during the examination.
9. Unless stated otherwise by the examination supervisor, calculators, organizers, mobile phones and other electronic equipment may not be used.
10. A student may not have with him/her books or other sources of information which are not permissible.
11. Students may not open any other applications or websites for digital tests besides those permitted by the examination supervisor. The examination supervisor may verify this. The digital test and information about it may not be disseminated.
12. Cheating and providing others an opportunity to cheat will be prohibited. Possession of a cheat sheet will be enough to establish fraud, even if this has not been used. Talking or otherwise communicating with other candidates will therefore be impermissible.
13. In principle, a brief trip to the toilet (maximum: 10 minutes) will be allowed, but only with the examination supervisor's permission and in accordance with the rules stated by him/her. One of the examination supervisors will accompany the student to the toilet. Only one person (from the interim examination concerned) per room may be given permission at a time. Devices must remain in the room.
14. Upon or immediately after receiving the examination questions, the examination supervisor may ask the student to sign an attendance sheet for the examination and the turning in of the test work.

### ***Rules in the event of emergencies***

1. If an emergency arises or threatens to arise during or shortly before an interim examination, the examiner will be authorized to take action and the students must follow the examiner's instructions.
2. If emergencies arise or threaten to arise during or shortly before an interim examination, the following will apply. If an emergency is expected before an examination starts, the examination will be postponed immediately. The examiner will set a new examination date in consultation with the programme director.
3. The new date for the examination, which will be within one month (not counting holiday months), will be binding. This will be published through the usual channels within three business days after the building is cleared for use again.
4. If an emergency occurs or is expected during an interim examination, the following actions must be taken, if possible:
  - a. students must indicate their names and student numbers on all the examination work at the start of the examination;
  - b. the persons present must immediately leave the examination room at the responsible body's or examination supervisor's instruction;
  - c. students will leave the examination work done behind in the examination room;
  - d. if the examination has already begun and this is reasonably possible, the teacher will determine the final mark based on the questions answered (in whole or in part) which have been turned in.
5. If the teacher cannot determine the final mark based on the provisions in Article 5.4(d), a resit will be organized for the aggrieved students within one month (not counting holiday months) of the interim examination interrupted by the emergency, provided they had registered for the aforementioned examination.

6. The rules regarding emergencies will also apply to emergency drills.

## **Appendix 2.8: Regulations on ‘with distinction’ designations as adopted by the programme management of the educational programmes for which the examination board has been established**

### ***BSc BIT***

The student will be deemed to have demonstrated exceptional competence in the bachelor’s programme if each of the following conditions is met:

- a. the average of the marks\* attained for the components of the bachelor's examination was at least 8;
- b. components for which an assessment was not given in the form of a mark or for which an exemption was granted will not be considered in determining the aforementioned average;
- c. the student did not fail to pass any component of the examination programme and received a mark of 6 for no more than one examination component;
- d. exemptions were granted for at most one-third of the total degree programme;
- e. the final mark for the final study unit (the bachelor’s paper) was at least 8;
- f. the bachelor’s programme was completed within four years.

### ***BSc Create***

The student will be deemed to have demonstrated exceptional competence in the bachelor’s programme if each of the following conditions is met:

- a. the average of the marks attained for the components of the bachelor's examination was at least 8;
- b. components for which an assessment was not given in the form of a mark or for which an exemption was granted will not be considered in determining the aforementioned average;
- c. the student did not fail to pass any component of the examination programme and received a mark of 6 for no more than one examination component;
- d. exemptions were granted for at most one-third of the total degree programme;
- e. the final mark for the final study unit (the bachelor’s paper) was at least 8;
- f. the bachelor’s programme was completed within four years.

### ***BSc Electrical Engineering***

The student may graduate with the designation ‘with distinction’ after taking the bachelor's examination. As a guideline for this designation to be granted, each of the following conditions must be met:

- a. the bachelor’s examination was passed within 3.5 years of the initial enrolment (study pace requirement);
- b. the average of the marks attained for the components of the bachelor's examination was at least 8, with ‘pass’ assessments not expressed in numbers not being counted<sup>10</sup>;
- c. the student received at least a mark of 6 for all components of the bachelor’s examination;
- d. no exemptions were granted;
- e. a mark of at least 8 was received for the final project.

### ***BSc CSc***

The student may graduate with the designation ‘with distinction’ after taking the bachelor's examination. As a guideline for this designation to be granted, each of the following conditions must be met:

- a. the bachelor’s examination was passed within 4 years of the initial enrolment (study pace requirement);
- b. the average of the marks attained for the study units was at least 8, with ‘pass’ assessments not expressed in numbers not being counted; the marks for the study units will be weighted by the respective number of ECTS credits for the study units in determining the average;
- c. only one mark for a study unit may be 6;
- d. the mark for the bachelor’s paper was at least 8.

### ***BSc AM***

The student will graduate with the designation ‘with distinction’ if the following conditions are met:

- for bachelor’s examinations for classes from 2012 and earlier:
  - the bachelor’s examination was passed within 4 years of the initial enrolment, including the first bachelor’s year;
  - the average of all marks from the second and third bachelor’s years (not counting ‘V’ and ‘VR’) was at least 8;
  - marks not necessary to meet the examination requirements will not be considered in determining the relevant average;
  - the student passed each component of the second and third bachelor’s years, including extra subjects (‘V’, ‘VR’, mark of at least 6);
  - no exemptions were granted;
  - a mark of at least 8 was received for the final project.

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<sup>10</sup> For students who still took the foundation year examination, the average of the component results after the foundation year will be taken here. For students who did not take the foundation year examination, the average of the results of all bachelor’s programme components will be taken here.

### ***MSc AM***

The student will graduate with the designation 'with distinction' if the following conditions are met:

- the number of ECTS credits earned in the last two academic years was at least 80% of the study workload in ECTS credits of the master's examination;
- the average of all marks from the master's examination (not counting 'V' and 'VR') was at least 8; marks not necessary to meet the examination requirements will not be considered in determining the relevant average;
- the student passed each component of the master's examination, including extra subjects ('V', 'VR', mark of at least 6);
- no exemptions were granted;
- a mark of at least 8 was received for the final project.

### ***MSc MBIT***

The student will be deemed to have demonstrated exceptional competence in the master's programme if each of the following conditions is met:

- a. the average of the marks\* attained for the components of the master's examination was at least 8;
- b. components for which an assessment was not given in the form of a mark or for which an exemption was granted will not be considered in determining the aforementioned average;
- c. no more than one examination component received a mark of 6;
- d. the final mark for the final study unit (master's thesis) was at least 8;
- e. the two-year master's programme was completed within 30 months.

### ***MSc CSc***

The student will graduate with the designation 'with distinction' if the following conditions are met:

1. the average of the marks attained for all components of the master's examination was at least 8;
2. components for which an exemption was granted or for which an assessment was not given in the form of a mark will not be considered in determining the aforementioned average;
3. no more than one examination component (excluding the master's thesis) received a mark of 6;
4. the final mark for the final project (master's thesis) was at least 8;
5. the master's programme was completed within 30 months.

### ***MSc EE***

The student may graduate with the designation 'with distinction' after taking the master's examination. As a guideline for this designation to be granted, each of the following conditions must be met:

- a. the number of ECTS credits earned in the last two academic years was at least 80% of the study workload in ECTS credits of the master's examination (study pace requirement);
- b. the average of the marks attained for the components of the master's examination was at least 8, with 'pass' assessments not expressed in numbers not being counted;
- c. the student received at least a mark of 6 for all components of the master's examination;
- d. no exemptions were granted.

### ***MSc HMI***

The student will be deemed to have demonstrated exceptional competence in the master's programme if each of the following conditions is met:

- f. the average of the marks\* attained for the components of the master's examination was at least 8;
- g. components for which an assessment was not given in the form of a mark or for which an exemption was granted will not be considered in determining the aforementioned average;
- h. no more than one examination component received a mark of 6;
- i. the final mark for the final study unit (master's thesis) was at least 8;
- j. the two-year master's programme was completed within 30 months.

### ***MSc TEL***

The student will graduate with the designation 'with distinction' if the following conditions are met:

1. the average of the marks attained for all components of the master's examination was at least 8;
2. components for which an exemption was granted or for which an assessment was not given in the form of a mark will not be considered in determining the aforementioned average;
3. no more than one examination component (excluding the master's thesis) received a mark of 6;
4. the final mark for the final project (master's thesis) is at least 8;
5. the master's programme was completed within 30 months.

## **Appendix 4.2: Utilization of student assistants to help in assessing tests**

1. In some situations, student assistants may be used to help in assessing tests, particularly tests in the bachelor's programme where the questions for large numbers of students must be assessed.
2. Several conditions must be met:
  - the assistant has, in the examiner's judgment, a command of the relevant subject at a level of at least 8;
  - the examiner has drawn up detailed instructions for marking the tests;
  - the examiner has examined several assignments himself/herself beforehand and discussed these with the assistant;
  - marks of 5 and 6 will all be looked at again by the examiner;
  - after the test is over, the examiner will carry out a spot check to check the marking;
  - the student assistant will be given a room where the marking can be done and will not take the interim examinations home.
3. Final assignments will not be marked by student assistants.
4. The examination board must always be informed.